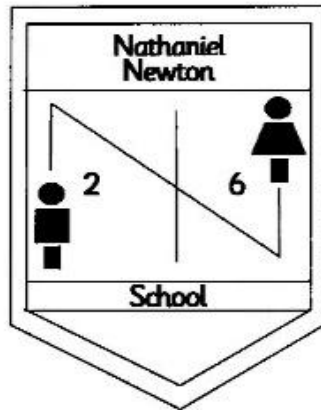


Nathaniel Newton Infant School



Behaviour and Relationships Policy

NATHANIEL NEWTON INFANT SCHOOL

Behaviour and Relationships Policy

What is behaviour

All behaviour is a form of communication. Behaviour for both adults and children is an expression of how they feel.

At Nathaniel Newton Infant School we are a Trauma Informed and Attachment Aware school and therefore we believe strongly in adults using questioning to support individuals in recognising the impact of their behaviour, whilst allowing children to reflect, recognise emotions, self-regulate and repair relationships. We are positive about all of our children, showing this in the way that we speak to them and guide them. This will be demonstrated in the ways children who are in distress are supported and the consequences following an incident. We believe in connection before correction when supporting children.

We are a no shouting, no shaming school.

Aims of the Policy

At Nathaniel Newton Infant School, we recognise the need for children to be able to self-regulate their emotions and behave in a safe manner. Our policy is therefore based on teaching children to learn about their feelings, how to recognise and manage these and that we are all responsible for our actions both the positive and negative consequences of our actions. We aim to do this by creating an atmosphere within school of trust and respect for everyone where children are encouraged to develop good relationships with their peers and staff and to talk about their feelings and take responsibility for their own behaviour. We believe that teaching and learning can only take place effectively when support for behaviour is clear, fair and consistent.

Implementation of the policy

We will do this by:

- Starting each school year with age appropriate lessons on learning skills which will be consistent across the school and revisited regularly.
- Our expectations will be encompassed in our School Manners (formerly School rules):

**BE KIND
BE FAIR
BE SAFE**

- Children and staff will know by heart our School Manners and learning skills.

Our learning skills are:

**Concentration
Determination
Independence
Confidence
Teamwork
Communication**

- Providing a socially inclusive, friendly and secure place where children feel happy and settled in order to maximise learning.
- Ensuring all children and adults are clear about what behaviour is expected and by teaching, and re-teaching behavioural expectations.
- Continually and consistently supporting children and adults in achieving behaviour that leads to high quality learning and relationships.
- Ensuring all adults are positive role models for our children by having a planned consistent approach, treating children and each other with respect, demonstrating the importance of equity and facilitating the processes of reflection through emotion coaching and restorative conversations.

At school we provide many opportunities to develop key skills through the many opportunities and schemes such as Jigsaw, Thrive approach, protective behaviours, PSHE, circle time, zones of regulation, teaching British Values, SMSC development and themed assemblies.

We will teach explicit learning around emotions, the brain and how it works, whilst other threads will be taught through all of our curriculum. We aim to teach children the following skills:

- All emotions are OK
- 'Name it to Tame it'
- Self-awareness
- Self-regulation
- Empathy
- Relationship skills
- Responsible decision-making
- Responsibility for self and others
- Accountability for actions
- Cooperation and collaboration
- Communication
- Ability to independently choose right from wrong
- Motivation for improvement

As every cohort of children is very unique, it is also down to teacher professionalism to address the needs of the class within additional circle times and class discussions.

Role of Adults

Role of all adults in school.

- Positively greet / acknowledge each child – whether first thing in the morning or during the course of the day – do not underestimate the power of a smile!
- Ensure consistency of routines across the school.
- Pay attention to and notice best conduct - Positive noticing
- Ready to always listen and respond
- Adopt a calm approach / supportive attitude when communicating with each other as well as children and parents.
- Be consistent
- Be aware of children's interests in order to build positive relationships that are robust enough to overcome challenge
- Liaise with external professionals where appropriate such as Mental Health in Schools Team, Specialist Teaching Services and Educational Psychologists.
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Calmness will always be the adult's the first response with mutual respect being evidenced.
- Confrontation should be avoided. Everybody, adult and child, needs the opportunity to find their own way out of a difficult situation.
- Talk politely and respectfully with each other, especially when asking for things or making requests.
- Treat everyone how you would like to be treated
- Give children the opportunity to express themselves and their personalities
- Speak to individuals away from peers in a calm and supportive manner
- Be mindful of language choices and the potential impact on individuals
- Listen to children prior to agreeing consequences
- Safeguard children and pass on concerns to a Designated Safeguarding Lead
- Ensure all incidents are reported accurately on CPOMS.
- Ensure the environment is safe and calm.
- Educate children about mental health, staying safe online and other risks that they may encounter.
- Take account of everyone's social and emotional needs and promote a positive growth mindset.
- Develop and promote a positive ethos.
- Staff should feel able to ask for help or support from colleagues. Very often a short, calm break can resolve the situation.

Role of the Leadership Team (in addition to the above)

- Be visible, routinely engaging with children, parents and staff on setting and maintaining the behaviour culture.
- Ensure resources are deployed appropriately to support children.
- Respond accordingly to the needs of children.

- Arrange staff induction and adult CPD to ensure a shared understanding of expectations and quality first teaching.
- Support adults to understand the behavioural expectations and consistently address behaviour using the steps outlined
- Make decisions/implement changes to secure a reduced risk of reoccurring behaviour.
- Monitor the impact of the Relationships Policy and regularly report to Governors.
- Adapt provision to reflect the need of the child.

Role of Parent

We value the positive relationships with families and the partnership between home and school as this is vital to secure the best possible outcomes for individuals. By sending your child to our school parents / carers are agreeing to the following:

- Share the same high expectations for your child as school staff
- Promote the school ethos
- Follow school policies
- Support learning at home
- Ensure pupils arrive wearing correct clothing
- Ensure pupils are ready to learn (adequate care, sleep, food etc.)
- Be actively involved with your child's learning – attending parents' consultation meetings, meetings to discuss concerns/support for individuals, parent workshops etc
- Work in partnership with all staff to address any area of concern and follow the correct escalation route when raising a concern.
- Support school decision making - maintaining an open line of communication with school staff
- Encourage positive relationships between home and school
- Talk politely and respectfully with all members of the school community, actively participating in communication with the school using an appropriate platform– directly with the school and not on social media.
- Follow the Expected Behaviour of Parents and Visitors on the School Premises policy.
- Celebrate / Acknowledge positive praise given by staff with your child.
- Seek support from school if parenting becomes challenging.
- Support an environment that is calm and safe, encouraging appropriate behaviour
- Monitor internet usage at home, applying the appropriate age-related restrictions to websites and gaming.

Our Behaviour System

RELATIONSHIPS ARE THE BEST KIND OF INTERVENTION – CONNECTION BEFORE CORRECTION

We believe all adults within school need to deal with behaviour in the same way. When developing the policy all stakeholders agreed that all adults should behave in the following ways: **patiently, calmly, kindly, curiously, fairly, positively and flexibly.**

Therefore, as a school all adults will:

- Respond calmly with controlled emotion, making it apparent to the child why the behaviour is not the expected one agreed.
- Remind the child of the expectations / School Manners.
- Remind them when they have showed positive behaviour previously.
- Reflect – with either the child thinking of solutions or choices for next time or the adult supporting this.
- State the consequence (if appropriate).

Children will not be singled out, receive a public telling off or have their behaviour discussed in front of the whole class or between adults within the class.

During the day, where necessary, children will be encouraged to identify their current emotional state. An adult within the classroom will be available to discuss the child's feelings in a quieter, more suitable space, (a lunchtime supervisor or member of SLT if during play or break). During the guided discussion, the child will be listened to and encouraged to reflect and think of ideas or solutions. If they are unable to do this, support and strategies for managing these emotions will be offered.

Where possible, adults need to behave in a proactive, not reactive, way. If the adult sees a child become distressed within a situation they will attempt distraction and PACE and then will use emotion coaching to support that child.

Zones of Regulation.

We use this framework to teach children self-regulation and self-control. It helps children to categorize the many feelings and states they experience, improving their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. We teach children that experiencing a range of emotions is perfectly normal and how different strategies of tools can help them move between zones.

There are four coloured zones (Green, Blue, Yellow and Red) categorising alertness and emotions. It is important for the children to learn that there is no bad zone but the Green Zone is the zone where they are at their best and tools and strategies are used to help them to move to the Green Zone and be in there as often as possible.

The Blue Zone is used to describe low states of alertness, such as feeling sad, tired, sick, or bored. This is when the body and/or brain is moving slowly or sluggishly.

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone children need to be in for schoolwork and for being social. Being in the Green Zone shows control.

The Yellow Zone is also used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states. The Yellow Zone is when one is starting to lose some control.

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one's body.

If a child is not in the Green Zone, they are provided with strategies to help them regulate their bodies and get back to the green zone. Strategies taught are meant to take no more than 5-10 minutes, although for some children it will take considerably longer than this.

Each classroom has a Zones of Regulation display which shows the feelings and strategies/exercises that can be used to enable the child to get back into the 'Green Zone'. Each classroom has a 'calm corner' containing a cushion, small table and some resources that children can use to regulate their brain and/or body.

Some children may choose to access a quiet work station either inside the classroom or just outside the classroom or may benefit from a walk around school.

Children may also choose to access 'The Den' where they can be offered further support and strategies to help them to regulate their bodies and/or brain.

Emotion Coaching

At Nathaniel Newton we use Emotion Coaching as a way to support children to understand, regulate and reflect on their own behaviour. This encourages children to name their feelings, learn how their feelings relate to an emotion 'in the moment' and helps them to reflect on their actions.

Steps of emotion coaching	Adult conversation
1. Be aware of the child's emotion / help label the emotion	I can see you are feeling angry or I wonder if you are feeling frustrated
2. Communicate empathy and understand	That sounds terrible, I would feel angry if
3. Set limits and problem solve	However, although we all feel angry at times it is not OK to

	Maybe next time or what could we do next time.....
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PACE

PACE stands for **Playfulness, Acceptance, Curiosity and Empathy**. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports adults to gain a better understanding of what the child is feeling.

Restorative Practice School Pedagogy

Restorative Practice (RP) aims to change the hearts and minds of everyone in the school community so that they are focused on strengthening and repairing relationships in their classrooms and across the school. It is about being inquisitive and concerned when situations occur rather than blaming (child, teacher, parent). The problems are our problems rather than problem children or problem classes. Restorative Practice assists individuals to think about their behaviour and supports them in dealing with the impact this has on others. It is inclusive and relevant for all pupils, including CiC (Child in Care), PCLA (Post Child looked after) and those with SEND (Special Educational Needs and Disabilities) and SEMH (Social, Emotional and Mental Health.)

If an incident should arise in school, those people involved in the incident will be invited to take part in a Think and Repair discussion. The format of the discussion will use the Super Seven Questions

Think and Repair The Super Seven Questions
1. What happened?
2. How were you feeling?
3. What happened after?
4. Who else was involved and what were their feelings?
5. Who else was affected by the incident but not directly involved?
6. What have you learned and what could you do differently?
7. How can we repair the situation?

Rewards.

We encourage children to be aware of their achievements and abilities and rewards are given based on individual children’s capabilities and targets they are working towards. Rewards allow children to feel proud of themselves which is fundamental to promoting good behaviour and learning skills.

All rewards will be given with a comment as to why they are being rewarded, reinforcing the behaviour and attitudes demonstrated.

- Non-verbal – smile / thumbs up
- Verbal praise using name
- Stars
- Stickers / stamps
- Showing other children their good work and successes in learning / work on display
- Pupil of week congratulated in assembly – based on learning skills
- Headteacher's tea party
- Postcard home
- Name and action on leaf for demonstrating behaviour for **BE KIND, BE FAIR, BE SAFE** to go in raffle where three children will be drawn out each week. All leaves will be displayed on the tree in the main corridor for a week.
- Class stars and a class treat for every 10 earned. The class treat might be an extra playtime, 15 minutes choosing time etc

Supporting low-level behaviour

1. Give a whole class reminder, such as, 'I hope everyone has their voices away'. 'I hope everyone is getting on with the task they have been given' etc
2. Walk by – This can be used as a positive strategy to keep focus on tasks and support behaviour. Just standing near the pupil to re-focus them or commenting on something positive that they're doing to bring the pupil back on track. Allow the pupil time to correct before moving to step 3.
3. Ask if they need help with anything
4. Clarify expectations and rule. Encourage empathy – encouraging the pupil to think about how their behaviour is impacting themselves and others. e.g. 'Have you noticed other children have now stopped working, I wonder if you got started on the task they would be able to concentrate on their work.'
5. Time – Give pupils a moment to reflect. After allowing a period of reflection ask questions such as, 'What is going on today?' 'What's causing you to struggle?' 'I've noticed...' 'I wonder...' 'I've noticed that you're struggling, do you need a break?' 'I would like you to take a break'.
6. If the situation doesn't resolve, a Think and Repair conversation using 'The Super Seven Questions' will be needed at playtime or lunchtime. This needs to be done at a time when there are limited distractions and the child is calm and able to respond appropriately. A consequence is decided/agreed

It is important to give children 'Take up Time' between each step.

Where possible, it is important to offer a choice out of the situation to avoid unnecessary conflict.

Conversations around behaviour should happen in private to reduce counterproductive shame and embarrassment on children. Conversations should be linked directly to the school rules of Be Kind, Be Fair, Be Safe and how it is impacting on themselves and others. A calm, low voice should be used.

Supporting Challenging Behaviour

1. Approach calmly, acknowledging their emotion/feeling. 'I am wondering if you are feeling xxxx?' 'Are you able to tell me what has happened?'
2. Communicate calmly with the child reminding them that it is your job to keep them safe. Sometimes this communication doesn't have to come with a dialogue, as being there is communicating that we are there whilst they ride out the difficult to manage emotion
3. Distract/engage the child in conversation about something you know that they like/is an interest of the child. If this is escalating the situation stop talking and manage the risk.
4. If appropriate to that particular child, and if the child's emotions continue to escalate try a change of adult or offer them the option of going to 'The Den'
5. Once the child is calm engage in a 'Think and Repair' restorative conversation using 'The Super Seven Questions.' A consequence is decided/agreed.

Risk to all including the dysregulated child should be being continually assessed and action taken where necessary. It is always better to move objects and/or other people than the dysregulated child.

Consequences / Steps of restoring behaviour

At Nathaniel Newton Infant School we teach the children that every action has a consequence - both negative and positive. Children need to be taught to understand the possible effects of their actions for themselves and others in order to be able to repair the situation and learn from it.

Natural consequences.

Natural consequences are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it.

Logical Consequences.

Logical consequences may be used where adult intervention is necessary and will always be explained in a non-threatening manner and will always be linked directly to the incident.

We do not impose consequences as a way to bring shame, guilt or to impose authority. We aim to give a consequence as soon as possible after the incident.

Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident.

Therefore, if a child is required to miss a playtime/part of a playtime – this will not include any shame like standing in a certain space on the playground or being isolated. They will be asked to stay in the classroom and discuss the incident with the classteacher/ LSA during that break time.

Appropriate logical consequences could include:

1. Child may be asked to take part in a “Think and Repair” conversation using ‘The Super Seven Questions’.
2. Child offered space to work alone in the classroom away from peers
3. Child offered time to work with an LSA outside the classroom
4. Child offered to go to ‘The Den’
5. Child offered ‘Zones Area’ with the classroom’
6. Child offered time to work in another classroom
7. Child may be asked to write a sorry letter / card to the other person affected.
8. Child may miss part of their playtime
9. Child may be asked to meet with the Learning Mentor
10. Child may be asked to talk to the Deputy Headteacher
11. Child may be asked to talk with the Headteacher
12. Where a child is having significant problems regulating their behaviour, parents/carers will be invited to meet with the Headteacher and/or Deputy Headteacher to plan a way forward.

We will always take the individual circumstances of the child into account. We may use individual behaviour plans, which will be discussed and shared with parents.

Serious incidents of behaviour.

These include hurting others with intent such as kicking, punching, pinching, persistent teasing, persistent name calling, making racist/sexist/gender remarks or showing inappropriate /sexualised behaviours, using unacceptable language, spitting and inappropriate throwing.

1. Relevant members of staff, the headteacher and parents are informed as appropriate.
2. This may include an immediate phone call to parents.
3. Serious incidents are recorded on our CPOMS system
4. Extreme acts of behaviour will be dealt with on an individual basis.

Bullying

Bullying will not be tolerated at Nathaniel Newton Infant School and complaints of bullying will be taken very seriously and will be thoroughly investigated.

Gov.uk states that:

Bullying is usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

The anti-bullying policy includes both the children and staff who work at Nathaniel Newton Infant School.

There are numerous forms of bullying and it is imperative that all staff and everyone involved within the school community is aware of what bullying is and the forms it can take. **It is important not to label occasional falling out with friends or occasional boisterous play which the children involve themselves in at play time as bullying.**

Listed below are the more common types:

- Physical: pushing, punching, any form of violence, threats
- Verbal: name calling, insulting, making offensive remarks, teasing
- Emotional: tormenting, threatening, ridiculing, humiliating
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact, abusive comments
- Cyberbullying -- This includes the same inappropriate and harmful behaviours expressed via digital devices, such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.
- Prejudice based and discriminatory bullying

Please read this section in conjunction with our Anti-Bullying Policy

Team Teach

If a situation escalates, the child or others in the area may have to be removed to keep everyone safe. Teaching staff will intervene physically to restrain a child to keep that child and others safe. All staff have been trained in Team Teach methods of handling and moving children safely. All acts of restraint are recorded in the school's Team Teach Log book. Handling plans are in place for those children who need one. Team Teach will be used as a last resort after all de-escalation strategies have been exhausted or where a situation becomes unsafe for the child them self or for other people.

The actions we take are in line with Government and Warwickshire guidelines on restraint of children.

<https://www.safeguardingwarwickshire.co.uk>

Exclusions

In our school, it is rare that school support will not have a positive impact on children and their behaviour and emotional regulation. However, the school does, and will, suspend or permanently exclude pupils for persistent abusive or violent behaviour.

This policy will be monitored by the Head teacher and SLT and will be reviewed annually.

This policy has been approved by the Governing body – January 2026
This policy will be reviewed every year and updated as necessary.